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AUTHOR Gill, Wanda E.
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ABSTRACT

A tutor training program manual that is used at Bowie State College is presented. The manual covers the following: tutoring program objectives; general tutoring principles; general procedures the tutor should follow; including contacting the student and establishing rapport, guidelines concerning the tutors' attitudes and behavior; a few points to remember in tutoring programs, nine responsibilities of the tutor; how to approach subject tutoring; tips for asking questions, steps in making contracts with tutorees; obligations of the tutoree; a sample contractual agreement form; self-evaluation; problem-solving skills; role play practice session; decision-making skills; interpersonal skills; library skills; examples of library card catalog entries; concentration; suggestions for improving listening skills; following directions; organizing activities and using time effectively; a sample time schedule for students; memory and the use of mnemonic devices in the physical sciences, chemistry, mathematics, and physics; behavior modification; test-taking skills; sample questions illustrating guessing strategies; sample psychology test and quiz; motivation; vocabulary development; theoretical problems; and a form for the coordinator's evaluation of the tutor. (SW)

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ED252163

TUTOR TRAINING PROGRAM

Wanda E. Gill

Bowie State College

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ACADEMIC SKILLS CENTER **TUTOR TRAINING WORKSHOP**

THE OBJECTIVES OF THE TUTORING PROGRAM

The objectives of the tutoring program include:

1. Providing more individualized attention for students who are having difficulty with their course work.
2. Enhancing a positive self concept in the student.
3. Increasing the student's oral language facility.
4. Providing reinforcement for learning that occurs in the classroom.
5. Building the student's interest in reading and course subject matters.
6. Helping the student see that learning can be fun.
7. Trying to overcome mild reading disabilities before they become too severe.

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GENERAL PRINCIPLES FOR TUTORING

1. Meet the student in a relaxed, friendly manner.
2. Learn his name and pronounce it correctly.
3. Let the student know you are really interested in him. Ask questions about him, his family, friends and problems (informal interest inventory).
4. Keep your schedule. If you cannot meet with the student at your regular time, be sure and let him know.
5. Give your student your full attention. Listen to what he has to say.
6. Be prepared; have all your materials ready.
7. Let the student know you are human too. Don't be afraid to make some mistakes.
8. Set an example for your student, by being respectful and courteous.
9. Keep the lesson moving. When you notice your student losing interest, change the activity.
10. Build the student's self-confidence. Let him know you expect him to do well.
11. Ask the Academic Skills Center Coordinator for help if you have a problem you cannot handle.
12. Be patient. Progress may be slow.

ACADEMIC SKILLS CENTER **TUTOR TRAINING WORKSHOP**

GENERAL PRINCIPLES OF SUCCESSFUL TUTORING

There are some things you have to be able to do in order to be a successful tutor:

1. Get to know and like your student.
2. Try to find out what interest the student.
3. Accept him as he is. If you cannot, suggest a change to another tutor.
4. Be sure he succeeds, since if he succeeds he will feel good about himself.

GETTING ALONG WITH THE STUDENT: Be yourself - - it will take time and patience for you both to feel comfortable and friendly. Remember, fun and laughter help.

Suggestions:

1. What a person is called is very important to him. Make sure you say his name the way he wants it said.
2. Show your student that you are interested in him as a person.
3. Try not to be absent or late for tutoring sessions. Let the student know if you can't be there. He will be watching closely to see whether or not you show up every time.
4. A few minutes of easy talk is a good way to begin. Listen to what the student has to say. Pay attention to him.

FIND OUT WHAT INTERESTS THE STUDENT

1. If the student likes you, his desire to please you will help him to learn.
2. People like to do what interests them. Because you will usually be working with only one student at a time, you can work with things that really interest him?

3. How do you find out what interests him?

   A. Talk to him. Listen to him.
   B. Use the informal interest inventories. Discuss obvious area of interest with him.

If you are a good tutor your tutoree will succeed in every lesson and will deserve praise. Give it freely, but not falsely.

MAKING SURE THE STUDENT SUCCEEDS

Even something as simple as having the student repeat a word after you have said it to him gives him a feeling of success. Here are some steps for making sure he succeeds:

STEP 1: Begin by asking him to do something you feel sure he can do.

STEP 2: Praise him for his success. Let him know you expected him to succeed by saying "I knew you could do it."

STEP 3: Move to the next lesson. Make sure, it is only a very small move. Do something that is not much harder than the first step.

STEP 4: If he does that well, praise him and move on. If not, try something easier. If, for example, you had showed him the word "there" and he read it as "that", you say "there" (without telling him he was wrong) and then ask him to repeat it. When the student says "there", praise him and move on.

STEP 5: Always end the tutoring time with praise or a special reward.

HELPING THE STUDENT FEEL GOOD ABOUT HIMSELF

If a person thinks that he cannot learn school subjects he probably won't learn them. Many students come to school with the idea that they are "dumb" and can't learn. It is hard for a teacher to give the one-to-one attention needed to change this idea.

Psychologists and sociologists tell us that the ideas a person has about himself depends on what he sees and hears about himself from others. Children begin to "be" what they think other people think of them. If a student is told he is "dumb" or "slow" or that "he never gets anything right" he will begin to think of himself as a stupid person who cannot learn. As a result, he may not learn.

ACADEMIC SKILLS CENTER **TUTOR TRAINING WORKSHOP**

GENERAL PROCEDURE FOR TUTOR

1. CONTACT THE STUDENT
   - By phone or in person
   - To offer your services
   - To make an appointment
   - To record the reason for student's rejection of offer
2. AT FIRST TUTORING SESSION WITH THE STUDENT
   - Establish rapport
   - Establish goals and deadlines
   - Make a contract (optional)
3. DURING ALL TUTORING SESSIONS
   - Improve rapport
   - Help student improve skills
   - Review good study habits
   - Continuously diagnose emotional, academic, physical and social strengths and weaknesses
4. IF STUDENT MISSES APPOINTMENT, CALL
   - To establish reason for absence
   - To set up alternative appointment
5. SOURCES OF INFORMATION ABOUT STUDENT
   - Personal observation and discussion
   - Informal interest inventory
   - Standardized test scores (at the request of the student)
   - Grades and homework papers
   - Contacts with student's classroom teacher

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GUIDELINES FOR TUTORS

1. Have the time and desire to give. A consistent time schedule for one or more days of the week should be established.

2. Be friendly, reliable, flexible and honest. This will help you develop an open relationship with the student or students you will be working with.

3. Be warm and compassionate. Those who are most difficult to love often need it the most.

4. Have faith in the student's ability to perform and communicate that belief to him/her. Believing in the student is vital.

5. Be enthusiastic about what you are teaching, discussing and helping the student discover. Your interest in the material will be conveyed and will spark interest.

6. Have a professional attitude and interest in education. Confidential matters must be kept confidential. Information from student files must be kept private.

7. Feel a deep obligation to support and help the student as much as possible.

8. Be consistent and reliable in your commitment. Dependability and cooperativeness are more important than special skills. Remember that the teacher has the ultimate responsibility and will make the final decision about classroom activities. Avoid critizing the teacher or school programs in general.

9. Be sure to call the secretary or Academic Skills Center Coordinator if you must miss a tutoring session. The student can then be informed of your absence.

10. A feeling of mutual understanding and confidence between the tutor/tutoree/instructor is essential. If there are any problems or if circumstances dictate that you change the days or hours you are to work notify the Academic Skills Center Coordinator.

ACADEMIC SKILLS CENTER TUTOR TRAINING WORKSHOP

POINTS TO REMEMBER IN TUTORING PROGRAMS

1. The effect of tutoring is often difficult to measure. There are seldom spectacular successes.

2. Tutoring can help curtail absenteeism, which is often a probem with students having difficulty in a course.

3. A tutoring program can show that someone cares. Tutors are able to offer the individual attention that a teacher often does not have time to give.

4. Always encourage students by pointing out areas in which they excel or have improved.

ACADEMIC SKILLS CENTER TUTOR TRAINING WORKSHOP

RESPONSIBILITIES OF THE TUTOR

1. To give each and every student your genuine attentiveness.
2. To be on time for all tutoring sessions.
3. To call in to the Coordinator or the secretary when you cannot come for tutoring sessions.
4. To keep a record of contacts with students.
5. To meet with the Academic Skills Center Coordinator to discuss tutorial problems.
6. To take responsibility for attending training sessions.
7. To periodically submit report forms on tutorees.
8. To contact students when they do not keep appointments.
9. To contact instructors of tutorees to check on student's progress, and to receive advice from the instructor in terms of better helping your students.

ACADEMIC SKILLS CENTER TUTOR TRAINING WORKSHOP

Your job as a tutor is very important. You must try to show that you think the student can learn and that he is a good learner. A warm friendly feeling between you will say that you know he/she is an important and worthwhile person. When you allow him/her to succeed you are showing your faith in his ability. When you praise him/her for his work and give him/her small rewards, you are showing him/her that he/she can do well in school.

HOW TO APPROACH SUBJECT TUTORING

It is tempting to merely list a procedure and say this is to be followed. It is obvious, however, that this would be absurd. Each subject area has its own peculiarities and each teacher in the subject areas has his/her own approach. Essentially, tutoring is an individual experience, the interrelationship of two individuals working closely together. In this relationship there is no one method, no easy answer. The most success will be found with methods which you develop yourself while working with the student. Any method which helps your tutoree will be considered the best method. For these reasons, then it is unrealistic to attempt to provide specific guidelines. The following general suggestions may be useful:

1. It is most helpful when the tutor is either taking the subject in which he is tutoring from the same teacher as the tutoree or has had the subject under the same teacher. If this is not possible, the tutor should attempt to learn the teacher's approach directly from the teacher. Where impossible, talk with other students who have or have had that teacher in order to learn his approach to the subject.

2. In the absence of specific instructions from the subject teacher, the tutor should attempt to learn the weakness of the student. The most obvious way would be to ask the tutoree where he needs help. However, should the tutoree be unable to list his weaknesses, the tutor must determine these himself. For example, if you are tutoring Algebra III and by working with the student you learn his main problem is not being able to multiply, then here is where you would concentrate your beginning efforts.

3. Always be prepared for each session by having alternatives to merely doing homework (develop worksheets).

4. Where possible, you should use the techniques with which you are the most confortable.

5. Utilize suggestions from your tutoree as well as from other tutors.

ACADEMIC SKILLS CENTER TUTOR TRAINING WORKSHOP

TEAMWORK

You will be a member of the Academic Skills Center staff. It will be important for you to work with the person(s) from whom you are asked to get your information. Information about the student(s) you will tutor will come from his teacher.

CONFIDENTIAL INFORMATION

When you talk over a student's needs with his teachers, or see personal information in the records such as test scores, remember that this information is not to be talked about outside the session. It is very important not to gossip about students, their homes, or the session. As a member of a para-professional team you will begin to see why this would be most unfair to the student.

PERSONAL RELATIONSHIPS

Suppose you were tutoring students of several teachers. These teachers will have different ways of doing things. You will have to make every effort to adjust to the way the student's teacher works. Always remember that you can't possibly make mistakes when you manage to just be yourself. Work with people in a friendly but serious way. If for any reason you cannot seem to get along with either students or co-workers, discuss the problem with the Academic Skills Center Coordinator. Ask for a change of assignment if no improvement takes place.

ACADEMIC SKILLS CENTER TUTOR TRAINING WORKSHOP

TIPS FOR ASKING QUESTIONS

Do's and Don'ts in Asking Questions

A competent tutor seeks the fullest possible participation of his tutoree for it is with this approach that the learning situation is largely enhanced. For this purpose, then, the tutor should develop a technique of questioning that will keep his tutoree challenged and interested in the discussion.

One measure for developing this kind of questioning methodology is for the tutor to become acquainted with the fundamentals and common faults of classroom questioning.

The basic principals of good questioning can be expressed in ten precepts:

1. Ask questions that are stimulating and not merely memory testing. A good teacher arouses his students and makes them reflect. Certainly, dull questions or questions that ask for tiny bits of information will not interest the class.

2. Ask questions that are sequential. This contributes to understanding and continuous learning. Also, it promotes unity.

3. Vary the length and difficulty of questions. Observe individual differences, so that bright and slow students will be motivated, this is an intricate task. The questions, therefore, should be diversified so that every student wishes to take part in the discussion.

4. Encourage pupils to ask questions of each other and make comments on what has been said. Controversy and criticism are interesting and stimulating, they teach the individual to think and to be sensitive to others' opinions.

5. Allow sufficient time for deliberation. Pausing for a few seconds, particularly for the slow learner(s) to give him/her a chance to consider the question.

6. Prepare five or six pivotal questions. Such questions at the proper time will test the students' understanding of the lesson. By the same token, they will give the lesson unity and coherence; making it more meaningful and easier to remember and understand.

7. Write the aim and summary of the lesson as a question, preferably as a problem. Questions present a problem and urge the tutoree to think.

AVOIDING BAD PRACTICES ARE AS IMPORTANT AS FOLLOWING GOOD ONES

The tutor should not:

1. Use indefinite or vague questions. Such questions are confusing and often must be repeated. Questions should be clearly worded and fitted to the ability of the tutoree.

2. Ask suggestive questions. Little, if any, thinking is required; moreover, students learn to depend too much on their tutor without thinking for themselves.

3. Use "yes" or "no" questions, or questions that merely allow a choice. Guessing and impulsive thinking are abetted. If the tutor slips and accidentally asks this kind of question, he/she should immediately accompany this kind of question by "Why" or "How".

4. Ask double or involved questions. Ambiguous questions upset the student(s) and disrupt the continuity of the discussion. When these questions are asked, the student(s) gets confused, as they do not know which question the tutor wants them to answer.

5. Repeat questions or repeat answers given by the student(s). Reiteration fosters poor work habits and inattentiveness. The student(s) must learn that they have to be alert and pay attention.

ACADEMIC SKILLS CENTER **TUTOR TRAINING WORKSHOP**

CONTRACT

"How long should I work with my student?"

"I think my student has learned all I can teach him/her but how shall I tell him/her."

"How can I get my student to do a little homework?"

Do these questions have a familiar ring? There are often problems of discouraging tutors and disinterested students. This feeling of impasse is bad for morale. Here's a suggestion for a procedure which should go a long way toward alleviating it.

SEVEN STEPS OF MAKING CONTRACTS

1. Involvement -- get to know them. Reveal yourself.
2. Deal with behavior. The student is responsible for his own behavior, good feelings about himself/herself follow good behavior.
3. Help him/her make a value judgment about his/her own behavior and the consequences.
4. Help him/her make a plan for more productive behavior.
5. Get him/her to commit himself/herself to the new plan.
6. Accept no excuses.
7. No punishment.

ACADEMIC SKILLS CENTER TUTOR TRAINING WORKSHOP

CONTRACT

OBLIGATIONS OF THE TUTOREE

1. The student will attend classes and be prepared to keep the tutor informed and up to date on all class assignments and responsibilities.

2. The student will, at all tutoring sessions, be prepared to demonstrate to the tutor that he is fulfilling his class assignments to the best of his ability.

3. The student will come prepared to all tutoring sessions with any work previously suggested by the tutor.

4. The student will be responsible for obtaining all materials (textbooks, etc.) needed to meet course requirements.

5. If the student is unable to attend a tutoring session he will notify the tutor as soon as possible.

6. If he fails to attend two consecutive tutoring sessions without a justifiable reason, he/she will be dropped from the tutoring program.

_____ _____

Tutoree's Signature Tutor's Signature

_____

Date

ACADEMIC SKILLS CENTER **TUTOR TRAINING WORKSHOP**

S A M P L E

CONTRACTUAL AGREEMENT: If a student misses more than two tutoring sessions without contacting his/her tutor, he/she will automatically be dropped from the program.

SIGNED: _____

_____

COURSE INSTRUCTOR'S COMMENTS:

_____

_____

_____

_____

_____

TUTOR'S COMMENTS:

_____

_____

_____

_____

_____

ACADEMIC SKILLS CENTER **TUTOR TRAINING WORKSHOP**

SELF-EVALUATION

Throughout everything else you do, you will be helping students gain insight into their own interest, abilities, values and goals; understand that these may change with further education or experience; and increase their self-reliance and ability to function responsibly and independently in daily activities.

As you work with your student, you should keep certain goals and objectives in mind. You want them to learn how to plan activities and manage time and other resources to accomplish their goals, make and keep realistic commitments to others, follow through on planned activities, exercise self-discipline, evaluate their own decisions and actions. You as the tutor should note your student's strengths, weaknesses, limitations and progress and seek strategies and resources to help your student perceive his own shortcomings and expand his skills.

Following is a strategy on Values Clarification, which can be used by the tutor at any time with a tutoree. Using this kind of strategy, the tutor can, along with the student, discover what kind of person he is and would like to be; what the student knows about his interests; what kinds of people he admires and what he cares most about being and doing. The challenge is then to use this information to involve the student in new experiences to broaden his insight, and further test his current interests, values and capabilities.

VALUES CLARIFICATION

TWENTY THINGS YOU LOVE TO DO

PURPOSE

An important question to ask in the search for values, is, "Am I really getting what I want out of life?" A person who simply settles for whatever comes his way, rather than pursuing his own goals, is probably not living a life based upon his own freely chosen values. He usually ends up by feeling that his life is not very meaningful or satisfying. However, before we can go about building the good life, we must know what it is we want and value. This activity helps the student examine their most prized and cherished activities.

PROCEDURE

The tutor should give a sheet of paper to the tutoree and ask him to write the numbers from 1 to 20 down the middle of the sheet. Then the tutor should say, "And now will you please make a list of 20 things in life that you love to do."

To encourage the tutoree to start filling out his list, the tutor might offer an example or two of his own. At the same time, the tutor also draws up his own list of twenty items, and he reaches the end of his list, he might tell the tutoree that it is perfectly all right if he has more than 20 items, or fewer than 20 items on his list.

When the lists are down, the tutor should tell the tutoree to use the left hand side of his paper to code the list in the following manner:

1. A dollar sign ($) is to be placed beside any item which cost more than $3.00 each time it is done.

2. The letter A should be placed beside those items the tutoree prefers to do alone. The letter P should be placed beside the items he prefers to do with other people and the letters A-P next to the activities which he enjoys doing equally alone or with other people.

3. The letters PL should be placed beside those items which require planning.

4. The code N5 should be placed next to those items which would not have been listed five years ago.

5. The numbers 1 through 5 should be placed beside the five most important items. The best loved activity shoud be number 1 and so on.

6. The tutoree is to indicate next to each activity when (day and date) the activity was last engaged in.

This activity can be repeated several times throughout a year. It is a good idea to save the lists and compare them over a period of time.

ADDITIONAL ELEMENTS TO THE CODING SYSTEM

1. Use the letter R for those things which have an element of RISK about them.

2. Put I next to any item which involves INTIMACY.

3. Put the letter U next to any activity you think others would find UNCONVENTIONAL.

4. Put the letter C next to items you think other people might judge as very CONVENTIONAL.

5. Put the letters MT for items which you think you will want to devote MORE TIME to in the years to come.

6. Put the letters CH next to things you have listed which you hope your own CHILDREN will have on their own lists someday.

7. Put the letter B next to the items on your list you want to become BETTER at doing.

ACADEMIC SKILLS CENTER TUTOR TRAINING WORKSHOP

PROBLEM SOLVING SKILLS

Problem solving skills involve applying basic skills and a variety of cognitive processes to define and clarify problems, use different sources and techniques of data gathering, and identifying solutions that are both desirable and feasible. Problem solving skills overlap other skill areas. In monitoring student's needs and progress, you will want to pay close attention to how the student approaches problems and his competency at identifying the problem and applying a solution to the problem.

You should ask questions such as: Is he/she overwhelmed by simple problems? Does he/she jump to conclusions? Does he/she seek information from appropriate sources? Does he/she know how to find something in the library? Does he/she look for alternatives before arriving at a solution?

There is no one way to solve the diversity of social, personal and academic problems faced by people today. Your aim should be to help your student expand his knowledge of the experience with various approaches and techniques to problem solving so he/she will be able to deal effectively with any problems as they might occur.

You, as the tutor will be able to give your student the necessary guidance for him to evaluate for himself/herself whether he/she has effectively defined his problem, identified and acquired information he/she needs, and thought through the alternatives before settling on a solution.

ACADEMIC SKILLS CENTER **TUTOR TRAINING WORKSHOP**

ROLE PLAY PRACTICE SESSION

In groups of three, one person assumes the role of tutor, one person the role of tutoree and one person the role of observer. Using the principles of Problem Solving the tutor counsels the tutoree for a ten minute session on a mutually agreeable problem situation.

The observer using the questions below, takes notes and after the ten minutes all three members discuss the session using the guidelines below. Discussion should also last ten minutes. Participants should now switch roles for another ten-minutes counseling and ten-minites discussing session as above.

Change roles once more so that each group member has had a chance to assume each of the roles-Tutor, Tutoree, Observer.

The total time for this activity is one hour.

OBSERVER'S QUESTIONS

1. What does the tutor do to convey involvement to the tutoree?
2. What does the tutor do to allow the tutoree to evaluate his own behavior?
3. What does the tutor do about having the tutoree formulate a plan?
4. Is the plan "short", "specific", and "possible"?
5. What does the tutor do about obtaining a commitment (contract) to the plan?
6. What does the tutor do about excuses in carrying out plans (not necessarily applicable during the first session)?
7. What does the tutor do to indicate that he will remain involved?

ACADEMIC SKILLS CENTER TUTOR TRAINING WORKSHOP

DECISION MAKING SKILLS

Closely related to problem solving skills are decision making skills. Perhaps they are distinguished from each other, only in terms of more intense personal involvement. Proposing solutions to problems of math or science do not necessarily imply a personal commitment to act on the proposed solution. Decision making, while employing all the skills of problem solving, requires in addition the ability to recognize when you are confronted with the need to make a decision, knowing what personal values and goals are involved, and accepting responsibility for decisions made. Like problem solving, decision making also involves identifying and acquiring needed information, examining alternatives and anticipating consequences.

You, as the tutor, should talk to your student about decisions he/she makes in project planning for his future, his decisions about school, his personal life and himself. The student's responses to your questions will offer some clues to his/her needs and desires.

ACADEMIC SKILLS CENTER TUTOR TRAINING WORKSHOP

INTERPERSONAL SKILLS

The student should be able to communicate and listen effectively in interactions with others. This is a major goal of compensatory education. As you work with your student, you should observe him in groups and/or with one other person, with a friend or with someone unfamiliar, and you should note how he deals with others; whether he considers their needs, expectations and feelings in addition to his own; whether he is a leader, a follower, or both at appropriate times; whether he can work cooperatively with others to achieve goals they share, whether he seeks to resolve or aggravate personal conflicts; and whether he possesses the insights and skills to do what he wants to do.

Watch your student. Does he/she evaluate his own behavior or the behavior of others and seek to understand why people act as they do? Is he/she timid or uncomfortable about meeting strangers or working with others? Your goal is to help your student acquire the insights and skills he/she needs to work with others to achieve his/her own goals.

As you observe your student's strengths or shortcomings, you should lead him to evaluate his own behavior, identify what he wants to be able to do in working with others, what knowledge or skills he needs to acquire and how best to go about it.

ACADEMIC SKILLS CENTER TUTOR TRAINING WORKSHOP

LIBRARY SKILLS

The effective use of the library will greatly enhance the learning process by providing the student with a large variety of materilas as well as a convenient place to study. There are readily accessible reading rooms as well as more public tables. "Open shelf" book stacks allow the student to select those publications that prove helpful. "Closed shelf" publications are usually not circulated but can be used in the library. For example, periodicals, documents and reference books are "closed shelf" items.

Most libraries are departmentalized to provide optional service. The order department affords the student the opportunity to select and order publications. The cataloguing department prepares books for the shelves. The circulation department charges books out to readers. The reference department provides advisory and informational services.

Bowie State College students can use their ID cards to check books out of the library. However, certain types of material can only be used at the library: reference books, rare items, documents and periodicals. Books in great demand are place on "reserve" and are sometimes circulated for short periods.

Most libraries in this country are arranged according to the Dewey Decimal classification. This system provides scholars with a universal reference point. Man's knowledge is essentially divided into ten classes:

000	General	500	Science
100	Phyilosophy	600	Useful Arts
200	Religion	700	Fine Arts
300	Social Sciences	800	Literature
400	Philology	900	History

Each of the ten classes is divided into ten divisions. Each division is divided into subsections.

The Library of Congress classifies divisions by letters rather than numbers.

Library of Congress System

Letter	Main Divisions
A	General Works
B	Philosophy and Religion
C	History-Auxiliary Sciences
D	History-Topography (except American)
E-F	American History-Topography
G	Geography-Anthropology
H	Social Sciences
J	Political Sciences

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Letter	Main Divisions
K	Law
L	Education
M	Music
N	Fine Arts
P	Language-Literature (non-fiction)
Q	Sciences
R	Medicine
S	Agriculture
T	Technology
U	Military Science
V	Naval Science
Z	Bibliography & Library Science
P-Z	Literature (fiction)

While it is not necessary to memorize the Dewey Decimal System or the Library of Congress System, it is helpful to have both for reference.

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EXAMPLE OF AUTHOR CARD

598.2 Pough, Richard H.
P Audobon bird guide; eastern land birds
Doubleday, 1946
Birds
+

- -

EXAMPLE OF SUBJECT CARD

BIRDS
598.2 Pough, Richard H.
Audobon bird guide; eastern land birds
Doubleday, 1946

Subject Card(more complete)
AMERICAN FOLKWAYS
917.63 Kane, Harnett Thomas 1910 -
K Deep Delta Country, Duell, 1944.
XX, 283 p. maps. Selected bibliography
pp. 273-80

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EXAMPLE OF TITLE CARD

598.2 Audubon bird guide
Pough, Richard H.
Audubon bird guide; eastern land birds
Doubleday, 1946

Extracted from Study Tips by William A. Armstrong, Barron's Educational Series, Inc., Woodbury, N.Y., 1975.

REFERENCE BOOKS

The category reference books includes dictionaries, encyclopedias, almanacs, atlases, Who's Who listings, and basic reference sources. They are located on the open shelves of the reference room. Information on almost every possible topic of research can be found on the reference shelves. Usually, reference materials are not available for circulation. (This is true at Bowie State College.)

PERIODICALS AND INDEXES

The Reader's Guide, a semimonthly publication, lists articles in periodicals. It is essentially an index covering over 100 American and Canadian periodicals.

The International Index, a bi-monthly publication covers over 250 American and foreign scholarly magazines, mostly in language, literature and history.

Your librarian will assist you in locating these and other indexes which may assist you in research.

ACADEMIC SKILLS CENTER TUTOR TRAINING WORKSHOP

CONCENTRATION

The statement "Concentration The Key To Mental Mastery" appears on the title page of Improve Your Memory by Bertrand Lyon. That single statement clearly emphasizes the importance bringing all of a student's mental faculties, without deviation, to concentrate. Concentration is thinking to a point. The important prerequisites for success are interest and attention. Success is guaranteed if we do one thing at a time, whole heartedly.

Lyon offers the following five aids to concentration:

1. PERIODICAL RELAXATION
   Relaxation precedes perfect concentration. Before periods of concentration, the student should unwind. Try to make the mind a blank. Continual stress and strain lead to fatique. Either rest or play prior to concentration. Never go from one highly intense period of concentration or one subject directly into another subject.

2. MENTAL FREEDOM
   Free the mind of hurry, worry and fear. This will enable you to develop mental poise.

3. THE PROPER ENVIROMENT
   Concentrate in a pleasing environment free of distractions, potential interruptions (telephones, knocks on doors, radios, etc.). Solitude greatly enhances the power of concentration.

4. A DEFINITE SCHEDULE
   Following a logical sequence, as in a planned schedule eliminates confusion and provides for more concentration.

5. INTELLIGENT PRACTICE AND DRILL
   Choose of topic of interest to you and practice total concentration for 1 minute. Think of nothing other than the topic. Practice each day, increasing the time slightly for each practice session.

Extracted from Improve Your Memory by Bertrand Lyon, Lothrop, Nee & Shepard Co., 1930

ACADEMIC SKILLS CENTER TUTOR TRAINING WORKSHOP

SUGGESTIONS TO IMPROVE YOUR LISTENING SKILLS

1. Be prepared. Before going into class, read your textbook assignment and review your lecture notes from last time so as to be able to get the most out of your instructor's presentation.

2. Concentrate on the lecture--not on the lecturer. Don't allow yourself to be distracted by your instructor's mannerisms, voice quality, or delivery technique. Concentrate on what he says, not on the way he says it.

3. Listen with an open mind. You need not accept everything that is said, but maintain an open-minded attitude and don't let your opposition cause you to turn off the message before the point is fully developed.

4. Keep physically alert. Minimize visual or hearing difficulties by sitting near the lecturer instead of at the back of the classroom and maintain a comfortably alert position instead of a sprawled-out slouch.

5. Keep mentally alert. Keep attentive in class by predicting likely test questions, comparing lecture and textbook content, entering into class discussion, etc. Concentrate on the lecturer, not on the floor, the ceiling, or the person sitting next to you.

6. Use the listen-think-write process. Train yourself to listen attentively to the material being presented, to critically evaluate its importance and the evidence to support it, and then select what is appropriate for your notes and record this in your own words.

ACADEMIC SKILLS CENTER TUTOR TRAINING WORKSHOP

CAN YOU FOLLOW DIRECTIONS?

This is a timed test--you have four minutes only.

1. Read everything carefully before doing anything.
2. Put your name in the Upper right hand corner of this paper.
3. Circle the word "NAME" in sentence two.
4. Draw five small squares in the upper left hand corner.
5. Put an "X" in each square.
6. Put a circle around each square.
7. Sign your name under the title of this paper.
8. After the title write "YES, YES, YES,"
9. Put an "X" in the lower left corner of this paper.
10. Put a circle completely around sentence number seven.
11. Draw a triangle around the "X" you drew in number nine.
12. On the back of this paper multiply 703 by 66.
13. Draw a rectangle around the word corner in sentence four.
14. Loudly call out your first name when you get this far.
15. If you think you have followed directions carefully to this point, call out, "I HAVE."
16. On the reverse side of this paper, add 8950 and 9805.
17. Put a circle around your answer and put a square around the circle.
18. In your normal speaking voice count from ten to one backwards.
19. Punch three small holes in the top of this paper with your pencil.
20. If you are the first person to reach this point, LOUDLY CALL OUT, "I AM THE FIRST PERSON TO REACH THIS POINT, AND I AM THE LEADER IN FOLLOWING DIRECTIONS."
21. Underline all even numbers on the left side of this paper.
22. Put a square around each written out number on this paper.
23. Loudly call out, "I AM NEARLY FINISHED, I HAVE FOLLOWED DIRECTIONS."
24. Now that you have finished reading everything carefully, do only sentence one and two.

ACADEMIC SKILLS CENTER **TUTOR TRAINING WORKSHOP**

ORGANIZE YOUR ACTIVITIES AND USE YOUR TIME EFFECTIVELY

Study the sample time schedule and note the way a typical student carrying an average load has organized his activities. Use the tentative schedule blank for setting up a temporary schedule for your activities based on a normal week. If the tentative schedule does not work out satisfactorily, alter it to fit your needs. This revised schedule should then become a permanent working schedule for you. If you follow this permanent schedule, it should enable you to get more done with decidedly less expenditure of energy than when activities are unplanned and/or poorly organized. In the event you experience any difficulty working out your schedule, please consult with the Academic Skills Center.

SAMPLE SCHEDULE*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
6 AM	Dress	Dress	Dress	Dress	Dress		
7	Break-fast	Break-fast	Break-fast	Break-fast	Break-fast	Dress	
8	ENGLISH	SCIENCE LEC.	ENGLISH	SCIENCE LEC.	ENGLISH	Break-fast	Dress
9	Study English	Study Hum.	Study English	Study Hum.	Study English	Free Time	Break-fast
10	Study Soc.Sci.	HUMAN-ITIES	Study Soc. Sci.	HUMAN-ITIES	Study Soc.Sci.	Review	Free Time
11	SOCIAL SCIENCE	Free	SOCIAL SCIENCE	Free Time	SOCIAL SCIENCE	"	Church
12N	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
1 PM	Study Math	Study Hum.	Study Math	SCIENCE LAB	Library	Free Time	Free Time
2	PHYSICAL EDUCATION	Library	PHYSICAL EDUCATION	"	Study Math	"	"
3	Study Math	Study Soc.Sci.	Study Math	Study Soc.Sci.	Study Math	Review	Dinner
4	MATH	Free Time	MATH	Free Time	MATH	"	Vesper Service
5	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Free Time
6	Study Science	Study English	Study Science	Study English	Review	Free Time	Review
7	"	Study Math	"	Study Math	"	Review	"
8	Study Hum.	Study Science	Study Hum.	Study Science	Free Time	"	"
9	Movie	Free Time	Library	Review	Social Activity	Free Time	"
10	"	"	Free Time	Free Time	"	"	Free Time
11	Sleep	Sleep	Sleep	Sleep	"	Sleep	Sleep
12	"	"	"	"	"	"	"

*Class periods are printed in capitals; other activities are printed in small letters.

ACADEMIC SKILLS CENTER TUTOR TRAINING WORKSHOP

REVISED SCHEDULE

	MONDAY	TULSDAY	WEDNLSDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
6 AM							
7							
8							
9							
10							
11							
12N							
1 PM							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

ACADEMIC SKILLS CENTER **TUTOR TRAINING WORKSHOP**

MEMORY
USE OF MNEMONIC DEVICES
IN THE PHYSICAL SCIENCES, CHEMISTRY, MATHEMATICS, PHYSICS

The word mnemonic is derived from the name of the Greek goddess of memory, Mnemosyme. The purpose of mnemonic devises is to obtain some kind of meaningful association with things to be learned and remembered. We know that meaningful items are more easily learned and remembered; therefore, when no association is already established, we arbitrarily make one.

Memory experts associate some feature and visualize it strongly, so that whenever the item to be remember occurs, this strong visual association comes and the item can be recalled. Such artificial associations are personal; therefore the ones given may not be the associations you would make. But they will show how the system operates, and they can stimulate you to make your own associations.

To illustrate the technique, some of the common chemical elements with their symbols will be used. If such symbols were all written out, textbooks would be at least twice as large as they are - that is one reason for symbols - and they must be learned.

If you use certain symbols frequently, they become permanent knowledge and you no longer have to resort to mnemonic devices, but such devices help you get started. Some feature of the symbol can be used, or a personal experience. The secret of such associations is that you build strong mental images of the association which strikes you as distinctive.

1. Some feature of the item to be remembered can be used to make an association.

The symbol for lead is Pb, from Latin plumbum. A chunch of lead is commonly used on the end of a string as a Plumb Bob. Another association is plumber, but emphasize the b: plumBer.

Plumbers work with lead pipe.
A plumb bob is made of lead.
Pb is the symbol for lead.
The Latin plumbum also supplies derived forms such as plumbic, plumbite, plumbous.

The symbol for tin is Sn. Tin SNips is an easy association to make. Say "tin snips" several times, picturing SN in some special way, as if in flashing lights.

The Latin word for tin is stannum, which supplies the stem stann, to which you must add appropriate suffixes: stannate, stannic, stannite, stannous.

Sn is the symbol for tin.
The compound SnS is read as stannous sulfide.

2. Personal experience can provide the source of a needed association.

A young man worked in a chemical plant and had the job of slicing bricks of metallic sodium on a power saw. He grew careless and cut off three fingers. It was a NAsty accident.

NAsty associates with Na as the symbol for sodium.

The term sodium is used in naming compounds. For example Na_2O_2 is sodium peroxide.

The term soda may be more familiar to you: Na_2Co_3 is washing soda.
$NaHCO_3$ is baking soda.
The symbol Na Stands for sodium.

3. Knowing a "fancy" word may make the association for you. In the case of iron, try ferriferous. Ferriferous rocks, ferriferous ore. The form ferri means iron.

The first two letters of the word make the symbol. The symbol for iron is Fe.

The Latin word is ferrum and provides the stem to which suffixes are added for naming compounds.

$Fe(OH)_2$ is ferrous hydroxide.
$BaFeO_4$ is barium ferrate.

4. General knowledge you already possess can be a source of making associations.

Say the word alkali. Do you hear how strong the letter K is? K is the symbol for potassium, a member of the alkali metal group.

A common form of the element is called potash (potassium carbonate form wood ashes). Does the association potassium to potash to alkali to K work for you?

K is the chemical symbol for the element potassium.

5. Another tactic to use is to group or organize items into groups. For chemical elements try lining up all names beginning with the same letter. The first two letters of the element are used for the symbol where possible, but since this rule does not always hold the grouping tactic applies. As you practice them, emphasize the letters in their names which show the symbols. Say the name but draw out the clue letters. This is the same tactic you already use with spelling demons. There is little danger of mispronouncing the term in regular use because you know why you mispronounce it when you are trying to memorize the symbol.

For example, what are the symbols for the B group?

BBBoron	B
bAAArium	Ba
berKKKelium	Bk
bEEEryllium	Be
bIIIsmuth	Bi
bRRRomaine	Br

Other elements, especially those discovered in modern times, have been named according to their conditions of discovery, in honor of a person, or by geography The standard Latin ending rum has been added.

Examples: Fn was named after Enrico Fermi. The element is fermiun.

Bk was discovered by Berkeley scientists and named berkelium.

The Curries named their discovery Ra because of its power to give off rays, or radii. The element is radium.

Ekeberg finally tracked down the element Ta in 1802. One story goes that he found the task so difficult but so tantalizing that he named the element tantalum.

From: Basic Vocabulary Skills by Nancy B. Davis, McGraw-Hill Basic Skills System

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MEMORY

The student has no trouble identifying or locating terms which must be learned; they are printed in boldface type or italicized. The problem is remembering them. Rote memorization of a list of terms and definitions is the least satisfactory way to master concepts. The more meaning something has, the easier it is to learn and remember. Specialized vocabulary comes from several sources, and it is these sources which provide the clues to use for learning and remembering.

SOURCE	CLUE FOR REMEMBERING
1. Derivatives of Latin and Greek or other languages	1. Meaning of the individual word elements
Ex. oviposidor	= that which places eggs
ovi	= eggs
pos	= put or place
or	= that which
2. Names after the discoverer	2. the discoverer or circumstances of the discovery
Ex.: pasteurize	from Pasteur
3. Acronym	3. Each letter of the acronym amplification by stimulated emission of radiation
Ex.: laser = light	
4. Any word not included above	4. Mnemonic device, an artificial or arbitrary association
Ex.: stalactite	emphasis on c for ceiling
stalagmite	emphasis on g for ground

ACADEMIC SKILLS CENTER TUTOR TRAINING WORKSHOP

STUDY BEHAVIOR MODIFICATION

REVIEW

1. Study conditions (environment) and study habits are critical to your success in College.

2. Management of time will assist in improving your overall approach to studying.

3. A daily activity schedule, which takes into consideration your fixed commitments, recreation, and class, labs, and study, review, and preparations, will assist you in evaluating exactly how you have been using your time. You will probably discover that you waste a lot of time, especially between classes. You will probably discover that outlining your activities, to insure that you are making an effort to educate yourself, will allow you more time for constructive recreation. Your daily activity schedule must be personal--must reflect you.

4. For more efficient studying, break up large blocks of Study time. Always, however, keep the break short and relaxing.

5. Remember, your special interest in a particular subject may lead you to devote so much time to it that there is too little time for other subjects -- this could seriously affect your achievement in the neglected subjects.

6. Remember, learning/studying is not a passive process. The more actively you study, the better you will be able to concentrate. Take notes, underscore points and make marginal notes; revise your lecture notes; diagram relationships in the subject matter; review completed sections by reciting to yourself.

7. Be sure to tackle your most difficult subject first.

8. Try to study by yourself.

9. Try to use a different study schedule for participation and lecture courses - classes.

10. Use the SQ3R method to increase the value of your studying.

11. Try to keep yourself free from disturbances when trying to study.

12. Have necessary study materials and tools conveniently at hand when readying to study.

13. Try to identify a regular place for study at designated hours.

14. Don't steal time from yourself; replace borrowed time from your study schedule; that is, if something important comes up which is not a part of your fixed commitments.

ACADEMIC SKILLS CENTER **TUTOR TRAINING WORKSHOP**

TESTTAKING SKILLS

ACHIEVEMENT TESTS

Achievement tests measure the student's previous accomplishments. Among the more popular achievement tests are:

College Level Examination Program General Examinations measures the first 2 years of college (or the equivalent). 1964-73 for college accreditation of non traditional study advanced placement program administered for the College Entrance Examination Board of Educational Testing Service.

a. Complete battery scores English composition, natural sciences, mathematics, humanities, social sciences, history.

b. separate test booklets
   i. English Composition
   ii. Humanities
   iii. Mathematics
   iv. Natural Sciences
   v. Social Sciences and History

National Teacher Examinations: Common Examinations College Seniors and teachers, 1940-73, 7 scores.

Sequential Tests of Educational Progress (STEP), Grades 4-14; 1956-72

Example of forms of objective test items are as follows:

1. Completion: the Roman god of war was named _____.

2. Enumeration: List the members of the President's cabinet.

3. Diagrammatic: Draw a diagram showing how electric power is obtained from a waterfall.

4. Association: The approximate number of elementary schools in the United States _____.

5. True - False: The Chinese armies defeated United Nations forces in December, 1950 _____.

6. Multiple Choice: Pure water is
   a. an element
   b. a mixture
   c. a compound
   d. a solution

7. Identification: Write an M before names of musicians and an S before names of scientists.

_____ Kreisler	____ Urey
_____ Pasteur	____ Caruso

8. Cross Out: Cross out the numbers that do not belong in the following series:

5, 10, 20, 40, 50, 60, 80, 160, 320

9. Sequence: Number the follwing events in order of their sequence

_____ Congress of Berlin
_____ Monroe Doctrine
_____ Boxer Rebellion

10. Matching: Match each item in Column I with the item in Column II to which it related. Write the correct letters in the parentheses.

a. Thomas A. Edison	1. Military leader ( )
b. Jascha Heifety	2. Inventor.... ( )
c. Dwight D. Eisenhower	

11. Analogy: Knowledge is to judgment as possession is to (1) saw (2) acquisition (3) use (4) ignorance (5) dispossession

It is recommended that students begin with easier matching questions. This reduces the odds (choices) for more difficult questions.

Extracted from Best Methods of Study by Samuel Smith, Barnes & Noble Books, New York, 1970, pp. 46-51.

ACADEMIC SKILLS CENTER **TUTOR TRAINING WORKSHOP**

SAMPLE QUESTIONS ILLUSTRATING GUESSING STRATEGIES

A. General over specific (General is usually correct)

DIRECTIONS: Select the phrase that best completes the statement.

1. In a presidential election year

   a. political pools are ignored by politicians
   b. several million dollars are spent on polls by candidates
   c. polling results cannot be published during the last two weeks of the campaign.
   d. all political poll taking is governed and regulated by the Federal Communications Commission.

   The correct alternative is item B, the most general answer. Other choices in this item are too specific.

2. The 1932 presidential election showed a realignment of voter support because of

   a. the concern about unrest in Europe
   b. the great personal appeal of F. D. Roosevelt
   c. the social and economic impact of the Depression
   d. the vice presidential candidate

   Item c is the correct choice. It is the more general alternative.

3. Common Cause

   a. is opposed to financing of presidential elections.
   b. represents major corporation
   c. is opposed to congressional reform
   d. is a national citizen's lobby founded by John Gardner

   The correct choice is d. It is more general than the very specific choices of a through c.

B. Long over short (Long is generally correct)

DIRECTIONS: Choose the most alternative which best completes the sentence.

1. Political socialization is

   a. the expression of attitudes relevant to government and politics.
   b. the process by which an individual acquires a set of political attitudes and opinions
   c. a sophisticated type of scientific
   d. the manipulation of public opinion.

2. Interest group lobbying may take the form of

   a. having group members write letters to their representatives
   b. talking to members of Congress
   c. testifying before congressional committees supplying information to executive bureaucracies and having members write letters to their representatives
   d. picketing

   The correct choice is c in illustrating long over short responses.

3. In off year elections

   a. turnout is high
   b. less than half of the voting age population cast ballots for senators and representatives
   c. senators and representatives campaign less
   d. election out come is less predictable

   The best choice is item b "long over short elections.

C. Opposite Meaning (One of opposites is usually correct)

DIRECTIONS: Choose the statement which best completes the sentence.

1. Party organization below the national level

   a. is a mirror of the national party
   b. varies from state to state
   c. is the same in all states
   d. is defined by the constitution

   Guesing one of the opposites (item b or c) is the best strategy for this item. The correct choice is alternative b.

2. Because of reforms instituted by the Democratic party, the 1972 National Convention

   a. was dominated by the AFL-CIO
   b. included substantial numbers of women, blacks, spanish speaking delegates for the first time.
   c. was largely the private domain of the rich, the white and the party regulars.
   d. voted to require that all states use "winner-take-all" primaries in 1976.

   The conceptually opposite choices, b and c would contian the correct choice. Item b is the correct alternative.

3. Which of the following groups tend to vote the least?

   a. wealthy suburban residents
   b. white collar executives
   c. middle aged college graduates
   d. poor rural Southerners

   The opposites contain the correct choice item d (the opposite of item a)

D. Similar Meaning (Choices usually incorrect)

DIRECTIONS: Select the alternative which best completes the sentences.

1. Jacksonian democracy came to symbolize

   a. the power of large corporations
   b. rule by the conglomerates
   c. protest against all forms of slavery
   d. popular rule and the aspirations of the common man.

   Choices a & b similar in meaning. They are both incorrect. The right choice is item d.

2. The Constitution

   a. says nothing about political parties
   b. provides for a multi party system
   c. provides for a two party system
   d. prohibits the formation of political parties

   Choices b and c are similar and are, therefore, both false. The correct choice is item a.

3. Which of the following does not take place at the national convention?

   a. a party platform is organized
   b. the platform is written
   c. the campaigns of incumbent senators and representatives are organized
   d. a vice presidential candidate is chosen.

   Choices a and b are eliminated due to similar meaning. The correct answer is item c.

E. Restrictive Words in the Alternative (Absolutes usually appear in false responses)

DIRECTIONS: Please read the following statements and determine their truth of falsity.

1. Most psychologists recognize Sigmund Freud as the founder of psychoanalysis.

   (This statement is true based on the appropriate restrictive word "most".)

2. None of the new theories on memory recognize the concept of association as a viable mnemonic device.

   (This statement is false based on the absolute restrictive word "none".)

3. All foods contain fat, carbohydrate and protein calories.

   (This statement is false because of the restrictive word "all".)

F. Repeating Words in the Alternatives (Choice one is probably correct)

1. Select the alternative which best describes the differentiation of human responses.

   a. Covert, overt and affective behavior can be directly observed in human responses.
   b. Covert, overt and affective behavior can be directly observed or inferred in human responses.
   c. Human responses are composed of affective and overt behavior only.
   d. There is no need to differentiate the components of the human response mechanism.

   Based on illustrating the principle "repeating words in the alternative" the correct guess would fall between choices a & b. The right answer is choice b.

2. Choose the alternative that most completely describes the causes of inadequate perception.

   a. Personal bias is the single most relevant reason people misperceive.
   b. The physical and emotional needs of the subject influences what he perceives.
   c. The effects of set of responding, social pressure, bias and internal need are all factors in the identification of inadequate perception.
   d. The effects of set of responding, social pressure, bias, internal need, modeling and differential reinforcement are contributing factors in the identification of inadequate perception.

   Using the repeating words in the alternatives guessing strategy, the correct choice is between items c and d. d is the correct answer.

ACADEMIC SKILLS CENTER — TUTOR TRAINING WORKSHOP

SAMPLE PSYCHOLOGY TEST

DIRECTIONS: Go through the list and write either true (T) or false (F) for each item on a separate piece of paper.

1. Geniuses are usually more eccentric than people of average intelligence.
2. Only human beings, not animals, have the capacity to think?
3. Much human behavior is instinctive.
4. Slow learners retain what they learn better than fast learners.
5. Intelligent people form most of their opinions by logical reasoning.
6. A psychologist is a person who is trained to psychoanalyze people.
7. You can size up a person quite well in an interview.
8. When one is working for several hours, it is better to take a few long rests than several short ones.
9. The study of mathematics exercises the mind so that a person can think more logically on other subjects.
10. Grades in college have little to do with success in business careers.
11. Alcohol in small amounts, is a stimulant.
12. There is a clear distinction between the normal person and one who is mentally ill.
13. Prejudices are mainly due to lack of information.
14. Competition among people is characteristic of most human societies.
15. The feature of a job that is most important to employees is the pay they get for their work.
16. It is possible to classify people fairly well as either introverts or extroverts.
17. Punishment is an effective way of eliminating undesirable behavior in children.
18. By closely watching a person's expression, you can tell the emotion he is experiencing.
19. The higher one aims for his goals in life, the more he is likely to accomplish and the happier he will be.
20. If a person is honest with you, he can usually tell you what his motives are.

ACADEMIC SKILLS CENTER TUTOR TRAINING WORKSHOP

SAMPLE PSYCHOLOGY QUIZ

1. An early school of psychology concerned itself with the study of the total behavior and experience of the individual and the function served by this behavior in an individual's adjustment to his environment.

   Select the name usually given to this approach to psychology.
   a. behaviorism
   b. structualism
   c. empiricism
   d. functionalism

2. A prominent school of psychology stressed that if psychology was to be considered a truly empirical science, it should concern itself only with observable and testable behavior. Select the name usually given to this approach to psychology.

   a. structuralism
   b. functionalism
   c. empiricism
   d. none of the above

3. Select the phrase which <u>best</u> completes the following sentence.

   Half truths acquire the properties of labels, and when commonly used to describe human behavior they:

   a. promote further investigation of the subject
   b. instigate further investigation of the subject
   c. deter further investigation of the subject
   d. stimulate further investigation of the subject

4. Select the statement which explains the existence of half-truths concerning human behavior.

   a. Many psychologists are trained so thoroughly that their ability to communicate is impaired.
   b. Behavior theory is generally abstract, and permits students to reach erroneous conclusions.
   c. Many people over generalize after only casual observation of behavior.
   d. Behavior theory, by its nature, is extremely nebulous, and accurate conclusions are becoming increasingly difficult to establish.

5. Select the phrase which best completes the following sentence.

   The difference between psychology and psychiatry is that:

   a. psychology is the study of the mind, thought, and feelings, while psychiatry is the study of the behavior of organisms.
   b. psychology is an outgrowth of medicine and psychiatry is an academic discipline.
   c. psychology is the study of the behavior of organisms and psychiatry is the study of the mind, thoughts, and feelings.
   d. psychology is a more narrow approach to behavior than is psychiatry.

6. Which of the following best describes the defining attributes of psychology?

   a. Cognition, abnormality, and characteristic psychoses.
   b. A systematized body of knowledge which can be taught with behavior representing the main subject because it alone can be observed, recorded and studied.
   c. Emphasis on animal behavior studies as the foundation for developing and understanding of behavior.
   d. Mind, thoughts, and feelings are the basis of behavior, and social interaction is the vehicle used by psychologists to reach individuals.

7. Select the phrase which best completes the following sentence.

   It is valuable for a midshipman to study human behavior in a leadership course because:

   a. mission accomplishment is based on the correct application of learned psychological principles.
   b. an understanding of human behavior is a universal criteria utilized by promotion boards.
   c. an understanding of human behavior can lead to more efficient and more effective leadership and mission accomplishment.
   d. an understanding of human behavior enhances the character of the officer concerned.

8. Select the words which correctly complete the following sentence.

   Psychiatry is a direct outgrowth of _____, and is concerned with _____ disorders.

   a. psychology, social
   b. sociology, physical
   c. anthropology, emotional
   d. medicine, mental

ACADEMIC SKILLS CENTER **TUTOR TRAINING WORKSHOP**

MOTIVATION*

Motivation is a combination of forces or drives within the individual which causes him to initiate activities, direct his actions purposefully and persist in his goal oriented behavior.

There are a number of ways to stimulate the less motivated:

1. Provide students with instructional activities that are meaningful to them.
2. Provide opportunities to exercise choices in selecting the ways to meet the performance objectives.
3. Provide rewards and recognition for achievement.
4. Try to see that the experiences encourage students to develop a realistic level of aspiration and to become success-oriented.
5. Do everything possible to minimize anxiety and failure and to maximize feelings of initiative and industry and the development of a positive self-concept.
6. Maximize intrinsic motivation, self-direction, and the enjoyment of doing something for its own sake.
7. Minimize extrinsic motivation, manipulation, and overtones of materialism.
8. Take into account the need to supply encouragement when students are engaged in mastery of background information that will have a delay pay-off.

*Adopted from Clinical Supervision by Morris Cogan

ACADEMIC SKILLS CENTER **TUTOR TRAINING WORKSHOP**

VOCABULARY DEVELOPMENT

Six Kinds of Context Clues

1. Definition - The term will be formally defined, or a sufficient explanation will be given within the sentence for the meaning to be available.

   Ex. The majority of organisms are aerobic; that is, they require oxygen to release the energy needed for life functions.
   Aerobic means requiring oxygen.

2. Analysis - The parts used to construct the word can be a direct clue to meaning. Strictly speaking, analysis is not a clue from the rest of the sentence, but it is a practical way of knowing the meanings of words as you read.

   Ex. As the disease progresses, nervous and mental symptoms supervene even the most noticeable physical symptoms.
   Supervene means overcome. (clue: super = over; ven = come)

3. Experience - Either from an experience of your own or one that you can imagine, the meaning of a word is made clear.

   Ex. A person may hold a certain philosophy but not be able to articulate it, at least not in words.
   Articulate means speak clearly. (clue: not be able...in words)

4. Contrast - By contrasting terms, you may find that one term will help clarify or explain another. This assumes that you know one of the terms.

   Ex. The term sea usually implies that waters are saline, but the sea of Galilee is not salty. (clue: but...not salty)

5. Inference - Sufficient clues are available for you to make an educated guess at meaning.

   Ex. In his lectures, Sullivan typically eschewed the obvious in favor of the obscure.
   Eschewed means passed over or shunned. (clue: in favor of)

6. Combination of analysis with one of the other four. Modern usage may have grown away from the literal meaning of the word elements, but clues within the passage will enable you to go from the literal meaning to the modern meaning.

   Ex. The records of our penal institutions show that bribes and threats, and punishments and rewards are only moderately effective - for prisons are full of recidivists.
   Recidivists means repeaters. (clue: re-back or again; only moderately)

ACADEMIC SKILLS CENTER TUTOR TRAINING WORKSHOP

THEORETICAL PROBLEM #1

A student goes to you, the tutor for assistance in writing paragraphs. You review the paragraph that has been graded by the instructor and notice that points were subtracted for spelling, grammar and neatness. You should:

A. Tell the student he's right, he can't write a paragraph and continue to stress content.
B. Listen, then assist the student by reviewing parts of speech, verb-noun agreement, spelling rules.
C. Have the student complete worksheets on parts of speech, verb-noun agreement, spelling rules.
D. Refer the student to the Learning Skills Specialist for evaluation.
E. Have the student write additional paragraphs. Incorporate worksheets and explanations on parts of speech, verb-noun agreement and spelling rules where appropriate.

THEORETICAL PROBLEM #2

A math major is having difficulty with solving word problems. The student is able to come up with the right answer but does not understand the process used by the instructor. You should:

A. Tell the student the process is unimportant, as long as he arrives at the correct answer.
B. Explain the process and then practice the steps with the student. Watch the student solve additional problems using the same process while you observe.
C. Have the student orally review each step of the process. Dismiss him once he can tell you the steps.
D. Show the process to the student then ask him to bring you sample problems he's solved using the method you've showed him.
E. Assign worksheets to be completed by the student at the next session.

THEORETICAL PROBLEM #3

A business administration major is concerned and seeks tutoring because his grades have plummeted from a strong B to a D in a major course. He's not sure what his problem is. You should:

A. Review the student's past examinations and quizzes with him, noting similar mistakes (misread question, fell down on essay, completely missed the matching section, etc.)
B. Ask the student if there was any radical change, in the course or of a personal nature that would affect his test performance.
C. Refer the student to the Counseling Center.
D. Refer the student to the Learning Skills Specialist.

THEORETICAL PROBLEM #4

You are tutoring a student who is receiving assistance from three other tutors in other fields. You should:

A. Make every effort to coordinate a meeting with the other tutors for the purpose of isolating this student's specific learning problems and methods used to correct them (for all subjects).
B. Work with the student on content area, independenty.
C. Ask the Learning Skills Coordinator for insight into problems the student may be having in other subjects.
D. Ask the student why he's failing every course.

THEORETICAL PROBLEM #5

You are tutoring a student who loves to talk about everything except the content area. You should:

A. Let the student continue to talk, not wishing to spoil rapport.
B. Tactfully tell the student it's important to review the material and work on specific content areas.
C. Emphasize "talking" as a learning tool for your particular subject. Have the student tell you all he or she knows about the content area.
D. Encourage the student to write more, since he'll be taking a written exam.

ACADEMIC SKILLS CENTER **TUTOR TRAINING WORKSHOP**

COORDINATOR'S EVALUATION OF TUTOR

Tutor's Name _____ Date _____

The Tutor's Coordinator rated the Tutors according to the following scale:

5 - Excellent 3 - Average 1 - Unacceptable

4 - Very Good 2 - Poor

QUALITIES	RATING
Motivation	____
Cooperation with the Tutoree	____
Cooperation with Coordinator	____
Flexibility	____
Ability to follow directions	____
Initiative	____
Creativity	____
Responsibility	____
Completes forms	____
Asks questions	____

OTHER COMMENTS _____

_____

RECOMMENDATIONS _____

_____

ACADEMIC SKILLS CENTER TUTOR TRAINING WORKSHOP

TUTORING DEMANDS A DEFINITE COMMITMENT. DO NOT START UNLESS YOU CAN BE FAITHFUL THROUGHOUT THE PROGRAM. FEW THINGS WILL KILL A TUTOREE'S FAITH IN HIS TUTOR AND THE PROGRAM QUICKER THAN HAVING A TUTOR WHO FAILS TO APPEAR AT A SCHEDULED SESSION.